

Gavi de Tarr

Information & Technology

Unit Plan: Dissecting Rhythm

Lesson #3: Hearing Rhythm

Essential Question: How is sound organized to make music?

Curriculum Standards:

- 2. Performing on instruments, alone and with others, a varied repertoire of music.
- 5. Reading and notating music.
- 6. Listening to, analyzing, and describing music.
- 7. Evaluating music and music performances
- 8. Understanding relationships between music, the other arts, and disciplines outside the arts.

Unit Question: What is the relationship between heard rhythm and notated rhythm?

Lesson Questions: What is the difference between simple and compound meters? How do we tell or decide how many beats are in each measure? How does the rhythmic structure of a piece influence its character? How do we transcribe complex rhythms?

Purpose/Rationale: We're relating the time signature stuff we worked on last lesson to real-world examples, including the music they are working on in band and a group activity where they get into groups to choose music for a film trailer. I want to make sure the things we're talking about have relevance to them.

Prior Knowledge: Knowledge of time signatures, understanding of basic dictation.

### Objectives:

- Students will identify time signatures of heard music (by listening for simple vs. compound and # of beats/measure.
- Students will be able to discuss the way rhythmic structure (time signature, amount of syncopation, tempo) influences the character/feel/mood of a piece.

Time Needed: 90 minutes

### Materials Needed: Wiki Rhythm of Film Page

(<http://gavidt.wikispaces.com/Rhythm+of+Film>) Rhythm of Film handout (with Rhythm Discussion Terms on the back)

### Procedures:

- Get instruments out, announcements (5 minutes)
- Warm ups: Bb major scale at slow tempo with one pitch per beat and variable numbers of notes per beat according to held-up fingers (3 minutes). Then Foundations Interval warm-up (3 minutes)
- Rehearse Highland echoes, focused on legato section . (9 mins)
- Rehearse Gaelic Rhapsody, focusing on the 6/8 (10 minutes)
- Rehearse Be Thou My Vision, B to C, working on marcato articulations (8 min)
- Pack instruments, get out paper/pencils (2 min)
- Hook: Start metronome. Play a little melody (C D E C D B C) on trumpet with one note per beat. Call on someone (who will be a good sport about it) and ask them what time signature it was in. Whatever they say, tell them they didn't quite get it, and tell them the "right" answer. Then play the same melody, call on someone else (another good sport) and tell them they were also wrong, that this time it's what the first student said. Then write the two excerpts on the board (6/8: ♩.♩. | ♩.♩. | ♩.♩. | ♩.♩. || and 2/4: ♩ | ♩ | ♩ | ♩ | ♩ | ♩ || ) and discuss that unless we are subdividing the beat it's going to be subjective, and make it clear that I was just teasing them before; both answers were correct without subdivision of the beat. (9 min)
- Have class Stand Up Pair Up, hand out Film Scoring handout. Show trailer (from the movie "9") on projector accompanied by the first musical excerpt (Ravel's String Quartet Movement II). Display rhythm discussion terms on board, have them Rally Robin about what time signature they think it is and how the rhythmic structure of the piece contributes to the desired mood of the trailer. Do the same thing for the other three pieces (Gaelic Rhapsody (starting at B, the 6/8 section), Holst's Mars from the Planets Suite, Gounod's Ave Maria) (24 minutes, 6 for each piece)

- Give them time to discuss with their partner which piece they would choose and write a paragraph to turn in about why they chose it, using the Rhythm Discussion Terms. (8 min)
- Closure: whip around the room: what piece did you choose? Why, rhythmically speaking, do you feel it's the best choice to elicit the desired mood/emotion? (4 min)

Assessment: Informal assessment: whip around at the end. Formal assessment: Rhythm of Film response

Closure: Whip around the room about their choice and why they thought it was optimal in terms of rhythm using Rhythm Discussion Terms.

Literacy Strategies:

- Rally Robin.
- Transcription of heard sound to time signatures.
- Rhythm of Film response
- list of relevant vocabulary (Rhythm Discussion Terms)

Differentiation: Have ADHD kid sit in the front. Give warning at the 3 minute mark for discussion time and writing time. (There aren't any other IEP kids in this class)